Place-Based Learning
Project Planning Guide

Project Title: From Appalachia to Australia Project Leader(s): Kristen Lavric, Angie Fondale, Kathleen Baker

Grade Level(s): 7 School Name: New Lexington Middle School School District: New Lexington City Schools

Content Areas: X Science X (Language) Arts X Math ___ Technology ___ Foreign Language ___Social Studies _____ Other

1.Project Objective(s): We seek to help students gain independence and take ownership of their learning experiences over the course of a school year using Quality Learning tools and strategies.
2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation? Students will work with Quality Learning tools on a daily basis in all core content areas (language arts, math, science, and social studies). There are four content teachers working with the 7th grade students as well as two intervention specialists. Community volunteers and a formative assessment coach work with students and teachers on an as needed basis. The volunteers and coach are available a minimum of three days a week. Administration (principal, curriculum director, superintendent) supports the use of Quality Learning, though they are not in the classroom routinely.
3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address? Quality Learning addresses the community and cultural need to create a culture of independence and a desire to strive for personal growth. Helping our students grow and become self-sufficient increases their ability to end the cycle of poverty that has permeated the local culture.
4. Essential Question: What is the essential question addressed by the work of the students and community partners?

How can we use Quality Learning to increase student independence and ownership in and outside of school.

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	**Standards Addressed:** Which learning results or benchmarks do these outcomes address?	**Assessment:** How will you assess each student learning outcome?
1. Students will be able to communicate their learning and levels of understanding to peers and adults.	**CCSS (Math Practices):** Construct viable arguments and critique the reasoning of others; make sense of problems and persevere in solving them; construct viable arguments and critique the reasoning of others.	**Matrix** **Self-assessments/reflections** **Journal entries** **Student surveys** **Portfolios** **Student-led conferences**
2. Students will be able to identify their need for assistance or enrichment and use appropriate resources in response.		
3. Students will increase their ability to self-assess their learning and levels of understanding.	**ONLS (Science Inquiry and Application):** Think critically and logically to connect evidence and explanations; communicate scientific procedures and explanations	
4. Students will increase their ability to self-pace their learning.		
5. Students will demonstrate growth on standardized assessments.	**CCSS and ONLS (Ohio New Learning Standards) for 7th grade**	**Ohio Achievement Assessments and TerraNova Assessments**

6.. Literacy Acquisition:		
Goals: What specific literacy goals will the project address?	**Strategies:** What literacy strategies will the project employ?	**Assessment:** How will you assess literacy outcomes?
1. Common Core SL 1: Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	This goal will require students to be able to communicate and discuss their learning and work with others, including teachers, parents, and students. This could also incorporate read-alouds and group discussion.	Literacy outcomes will be assessed by one-on-one discussion with the students, as well as observation of large-group, parent, and student-to-student discussions.
2. Students will be able to effectively write about and reflect on their learning, using critical thinking skills to identify evidence	Literacy Strategies that will be utilized for this goal are writing for reflection and graphic	Literacy outcomes will be assessed by reading students' reflections and organizers,

of learning and areas of growth or weakness.	organizers.	and then comparing those to their actual work.
3. Students will be able to gage the understanding of their learning, and then use effective communication skills to teach others.	Reciprocal teaching is a big literacy strategy that would be used to help students reach this goal.	Literacy outcomes will be assessed by observation of students teacher other students.

7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?

Goals: What 21st Century skills with students apply?	**Assessment:** How will you assess 21st Century outcomes?
Critical thinking and problem solving	Matrix Portfolios Student-led conferences
Information literacy: manage the flow of information from a variety of sources	

8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?

Students will have daily access to a cart of iPads as well as laptops and iMac desktop computers. Students also have access to applications to create and video videos, improve vocabulary, create multimedia projects, practice learning targets, and assess their learning. Students also have daily access to non-electronic forms of technology such as dry erase boards/markers.

9. Authenticity: How does this problem connect to the local community OR Where in the "**real world**" might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)

All people regularly learn new skills both personally and professionally. Adults may learn new skills when attending college for the first time or starting a new job. Successful adults often learn to master new skills without direct instruction from another source. Students learn how to use new technology such as "smart" phones or social media applications without reading instruction manuals.

10. Adult Connections:

10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

X Yes _____ No _____ Not Sure

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

_____ Yes _____ No X___ Not Sure

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

X___ Yes _____ No _____ Not Sure

10d.. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

The formative assessment coach discusses student learning targets with individual students and small groups. Community volunteers act as resources to help provide intervention assistance to students needing more guidance and as a means for providing enrichment opportunities for those excelling in their work.

11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing
- Observing, documenting, and/or surveying
- Video or audio-taping
- Gathering and reviewing published information
- Searching on-line and electronic databases
- Creating a symbolic representation (g/g/, model building, map making)
- Discussion
- Experimentation
- Other

Note: Students are encouraged to demonstrate understanding in unique ways; students may choose to video-tape themselves or create a symbolic representation to prove understanding.

12. Additional Assessment Information:

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Journals and work logs
- Conferences with teachers or adult mentors
- Conferences with peers
- Using a rubric or other assessment measure
- Reviewing their progress against a work plan they developed for the project
- Identifying areas where improvement has occurred and where it is needed

12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

X____ Yes _____ No _____ Not Sure

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Students track their understanding and progress via a capacity matrix for each subject/unit. Additionally, students complete weekly goal setting and monitoring assignments in all core content areas. Once monthly students participate in "family group" team meetings to discuss strengths, weaknesses, concerns, ideas, etc. Students share their learning and progress with parents and teachers during student-led conferences at least once a year.

Please attach any lesson plans to this guide.